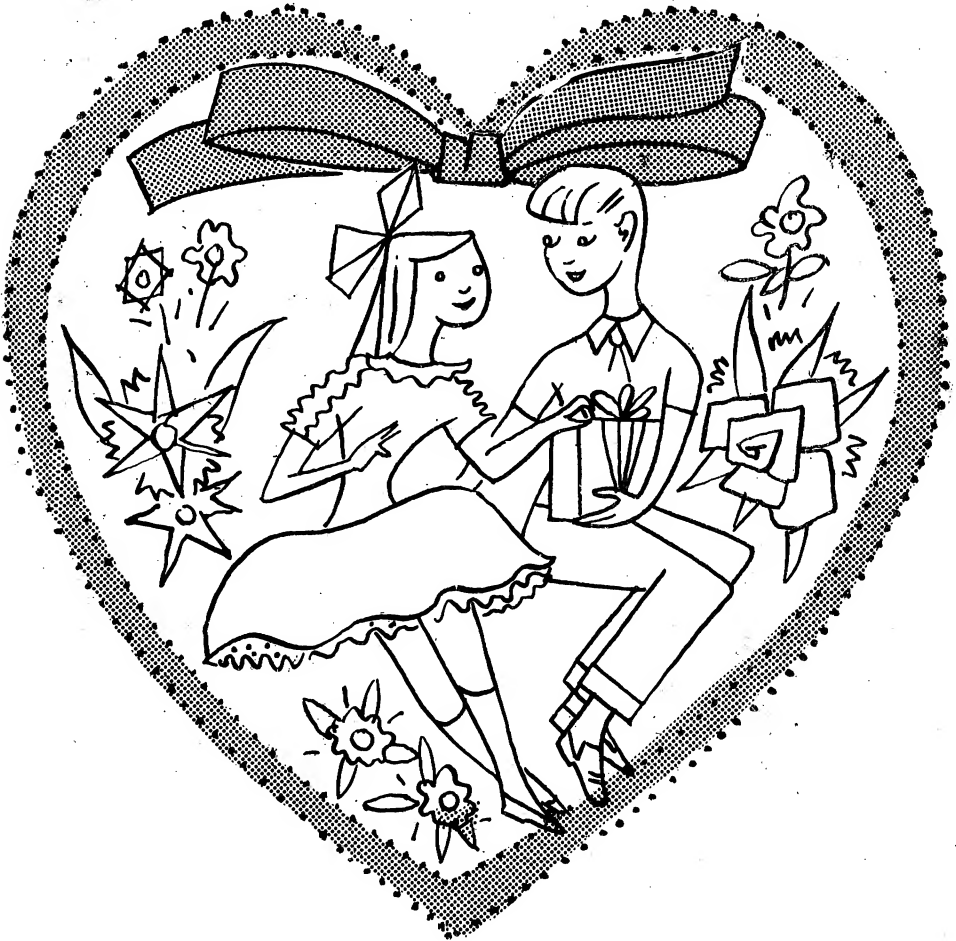




The California Palms



California School for the Deaf
Riverside, California

February 1979

Volume 24

Number 2

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

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FEBRUARY

- 4 Basketball team returns from the California Classic in Berkeley.
- 16 School closes for long weekend celebrating George Washington's birthday.
- 19 Students return.
- 20 Classes resume.
- 21 Mid-Winter Ball, Social Hall, 7-10 p.m.
- 23 Science Fair
Parent Visiting Day
- 28 School Closes at 3:15 p.m.

MARCH

- 1-2 Workshop
- 22-24 CSDR Sign Theatre presents:
The Cat and The Canary
8:15 p.m., Social Hall
For ticket information see page 10.
- 30 Parent Visiting Day

The Residential School and the Unwritten Curriculum

By Mervin D. Garretson

President, National Association of the Deaf
(Condensed from *The Deaf American*)

Mr. Garretson made this address before a mass meeting of parents, students, teachers and houseparents at the Michigan School for the Deaf last April. A proposal before the state legislature to enroll only multihandicapped children at the Michigan School and to "mainstream" all other deaf children has met with widespread protest in that state.

For some time it has been my feeling that what I characterize as "the unwritten curriculum" has been one of the most overlooked aspects of the total education picture — an extension of the nonschooling process of crucial significance in the life of the deaf child with his communication handicap. The residential school provides the needed totality of experience, serves as the educational community, the social system, if you will, which is so necessary during the formative years for the development of self-concept and human relationships which carry over into adult life.

First, let's look at the average year in the daily living of a normal school-age student — that is, a full 365 days multiplied by 24 which gives us a total of 8,760 hours. Since most school systems appear to operate on a 180-days school year, this adds up to 720 hours of actual classroom time out of the 8,760 — or a mere 8 percent. What happens to the other 92 percent of the year when the child is not in school?

It is possible to do some fairly close estimating. From information that the average child spends a total of 50 hours a week in front of the television set, and by allowing for 8 hours of sleep, time for meals and snacks, estimating periods utilized for play, movies, visiting, shopping, personal hygiene, travel and other miscellaneous activities we are able to distribute a child's 8,700 hours during a normal year as follows;

2,600 hours, viewing television
2,920 hours, sleeping or napping
1,095 hours, eating (meals and snacks)
1,425 hours, miscellaneous
720 hours, at school

From this we may make a number of immediate observations: 1) a child spends more time watching TV than in school; 2) more time sleeping than in school; 3) more time eating than in school; 4) more time in miscellaneous activities than in school. The child's nonschooling hours are more than 11 times those spent in the classroom.

One conclusion we arrive at is that the average hearing child receives the bulk of his educational or learning experience during the 92 percent of the time he is not in a regular classroom situation. On the other hand, this conclusion is rarely true for the deaf child unless a number of extremely vital conditions are met, understood, and planned as the unwritten curriculum.

Curriculum as we understand it is actually limited to learning that is developed through schooling. Objectives of a curriculum generally revolve around human need goals, the intellectual, social, physical and emotional well-being of an individual. PL 94-142 correctly perceives educational programming as encompassing much more than mere academics. In addition to the basic R's and other subject-matter knowledge, an educational plan means developing social, psychomotor, self-help and communication skills. Education includes maturity, prevocational training and skills at daily living activities. Provision is made for learning group participation techniques, understanding and interpretation of values, opportunities for exercising leadership, learning how to learn on one's own, developing cope-ability. Education aims toward a healthy self-concept for each child — in short, development of the whole person.

The unwritten curriculum refers to all of those activities, planned and unplanned, which I perceive as nonschooling aspects of learning. Accepted as a matter of course by educators in general since it's practically automatic for normal hearing children, the label exists for me only in relationship to deafness. An approximate synonymous term may be "incidental learning" but I believe the adjective suggests a deceptive and simplistic perception of what is a highly significant aspect of the deaf child's educational experience.

What is the learning milieu of the average child with normal hearing aside from time spent in school? Many of us with hearing children know that our kids reached a fairly sophisticated understanding of English syntax, use of idioms, and a full-blown vocabulary before they ever set foot inside a school or formal classroom. During these early prekindergarten years they also picked up counting, elements of set theory and other mathematical concepts (without their technical names, of course) — they learned a great deal of history and geography from television, radio, peer and adult conversations. They absorbed facts and understanding about social codes and attitudes (psychology), health habits and games (physical education) and countless other things that today may have fancy names in some curriculum shops. Children and youth, provided there is adequate communication, do tend to learn more by example than by precept; more from the world as it is than through admonition, lecturing or demonstration.

The hearing child's total education, both the written and unwritten curriculum is readily accessible — particularly the latter, influenced as it is by innumerable "teachers" such as the mass media (newspaper, magazines, TV, radio), the home, the street, novels and other books, self-instructional materials and what one learns from his peer group or on the job. And with normal hearing the child is able to utilize his language foundation to expand his education and to extend learning horizons both in and out of school.

Ivan Illich has said that "most people when pressed to specify how they acquired what they know and value will readily admit that they learned it more often outside than inside school. Their knowledge of facts, their understanding of life and work

came to them from friendship or love, while viewing TV, or while reading, from examples of peers or the challenge of a street encounter."

Henry Steele Commager has made the observation that "it is, after all, the community which performs the major job of education, not the school."

So, for the deaf child, where is the community? Nine times out of ten the hearing community is a physical presence but a mental blankness. That is where the naive comes in. Deafness is invisible and people rarely see beyond the surface. Of partial help is a family which has adopted total communication so that the deaf child becomes a part of the environment, coupled with a large residential or day school with a variety of peer contacts and adults who know and use communication, including utilization in and out of class of captioned films, and other visuals, interpreters, and all sorts of reinforcement. While these positives will not cover the full 92 percent of the unwritten curriculum, they will go a long way in assisting the child during his early, crucial years to build the foundations upon which he can further his education and use a springboard to move confidently into the greater world beyond childhood.

Another example of the full meaning of communication as unconsciously assumed by the hearing child came to me not long ago in an article in the WASHINGTON POST. Students in Columbus, Ohio, were returning to school after the energy shortage had closed 140 public schools in that area for a full month. Upon returning to the classrooms the students were almost unanimous in stating that they had learned a great deal more during that month than they would have in school. During this enforced vacation the kids learned from educational features published in the two daily newspapers, from three commercial TV stations and a radio station which provided classroom broadcasts by teachers and from expanded programming by the educational radio outlet. The business community opened wide its doors. Classes were held in beer parlors, pizza cafes, billiard halls, corporate board rooms. Tours were conducted through foundries, glass factories, banks and insurance offices — exposing the students to a side of business normally not open to them. For the occasional deaf

student mainstreamed here and there in these 140 public schools, all of this was practically a total loss. Did the teachers on the radio and television use sign language? Have you ever tried to lipread a radio? Were interpreters provided on the tours and by the business community? Most likely not. For the hearing impaired child the unwritten curriculum simply did not exist.

Let's look again at the regular public school setting, at the four hours or so a child is in class each school day. An inestimable amount of peripheral learning is supplementing the formal curriculum in-between classes, at the library or media center during recess, at lunchtime, during physical education, choir practice, independent artwork and laboratory period time and of course the endless after-school activities: intramural and varsity athletics, student body government functions and meetings, and all of the extracurricular clubs, debate, French, drama, Spanish, chess and so on. Generally the deaf child tags along as a wallflower, a silent member of the crowd present and yet absent, a second-class participant with latent leadership abilities undeveloped and dormant without much of a chance to contribute.

The Michigan Department of Education apparently continues not to understand the unique and subtle disability of hearing loss which leads to a highly complicated communication handicap. In making omnibus state plans for all handicapped children, generalizing over a wide range of disparate disabilities, what was not taken into account was the fact that in a regular public school situation other handicapped children such as the blind and the orthopedically handicapped are able to:

1. hear the teacher
2. hear their classmates in front, behind and all around them
3. hear and participate in class discussions
4. hear the educational film presented in class
5. hear the principal over the public address system
6. hear the visiting speaker invited for that period
7. hear the guide on the class field trip
8. hear the radio or TV program assigned to the class
9. hear the exchanges of friendly chit-chat at recess

10. hear the quick peer interaction when going down the hall
11. hear the news and gossip during lunch hour
12. hear the "sum up" on the walk home at day's end
13. hear the debates during student body government meetings
14. hear all of the other countless items that comes almost as if by osmosis and of which everyone is practically unaware

The simple fact is that the deaf do not hear.

Hearing impairment tends to project a surface invisibility (most people internalize only what they see, like the exposed tip of an iceberg, for example.) This superficial perception of deafness may account for the prior assumption that a local school program is appropriate for deaf children and somehow will meet all of their needs. Actually, the basic thrust in regular public school setting is one of refinement and increment of already existing knowledges, information banks and language skills within a hearing-structured classroom, under a hearing-structured environment.

Careful analysis of the foregoing parameters should suggest that Michigan's educational plan for deaf children be developed around their genuine educational needs rather than from the standpoint of organizational expediency. In reviewing the EMS summary study, I was immediately struck by the apparent use of similar criteria for both the school for the deaf and the school for the blind. In many respects the learning problems of these two disability groups are diametrically opposite. I could not help but recall the story about the six blind men and their conflicting descriptions of the elephant. Have the EMS people had the time or the opportunity to gauge the full extent of the educational and communicative problems created by hearing loss? Were representative consumer groups actually contacted? Deaf adults? Or was it another Boston tea party — no representative?

Michigan would be taking a step backward to adopt the recommendation to limit the residential school program to students who are deaf, multiply handicapped, and with "confounding or complex" needs. In a number of programs the trend is away

(Continued on Page 24)

The California Palms

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California School for the Deaf, Riverside

Volume 24 February 1979 Number 2

Perspectives

By Dr. Robert K. Lennan and

Dr. Lawrence R. Newman

When parents want their child to be enrolled in our program they often become incredulous and dismayed that they have to go through so much paper work. To add insult to injury they find there is a waiting period before their child can be enrolled. If they have hearing children their experience has been 180° different. In this case all they had to do was fill out and sign some papers and, presto, their child was immediately enrolled.

We would love to, and wish we could, have a child immediately enrolled in our program, especially since it is common knowledge that deaf children are already educationally far behind and each day without schooling needlessly compounds the problem.

What then are the differences that mark the enrollment procedures of a state residential school from that of a local public school?

State Department of Education policy under the statewide plan for the education of hearing impaired children requires that we obtain a release from the local school district before we may consider any child of elementary age for admission to our school. This is because the local school district or county superintendent of schools has primary responsibility for the education of deaf children of elementary school age.

Our primary mission is to serve as a regional secondary program for hearing impaired children. While we are not legally required to do so, we do request a release from the local school district and

do not schedule the child for evaluation until the signed release form has been received.

The basic purpose of these procedures is to insure that the hearing impaired child is placed in the least restrictive educational environment appropriate for him or her as mandated by PL 94-142. These procedures also help us maintain lines of communication and coordination between the local school district and our school.

Once we have received the completed application and the signed release from the school district we schedule the child for preadmission evaluation. The purpose of this evaluation is to help us determine whether our school would be an appropriate educational placement for the child. Audiological, psychological, and educational testing are part of the evaluation and formal reports are prepared by the professional staff members involved.

After the reports are completed an admissions committee meeting is scheduled to review the results of the testing and to discuss an appropriate placement for the child. The child's parents or guardian are invited to participate in this conference as is a representative from the local school district. The purpose of this conference is to discuss the child's educational placement as required by state and federal law.

Sounds complicated and time consuming, doesn't it? Well, it is, but the process is designed to insure that your child has the best possible educational placement.

One way to reduce the frustration of delays in enrolling a child in our school is to make application, if possible, by March 15 for admission of your child in September of the new year. In this way all of the preadmission procedures can be completed in plenty of time for fall admission.

Student Assistance Fund

In memory of the mother of Beth Young:
Staff of Elmhurst School.

In appreciation of John Knight's education at CSDR:

Mrs. Gertrude Ruzek, grandmother of John Knight.

Deaf Multi-Handicapped Unit

Extra-Curricular Activities

The extra-curricular activities of the DMHU-II residence halls are designed to develop the total child. The values of these fun-filled activities are: to improve the areas of self-help skills, personality adjustment, social skills, hand/eye coordination and physical well-being.

One of the projects being done by the girls in Sierra IV is hook latch rug making. The girls will be able to give these as Christmas gifts and they sold some at the Bazaar on December 10, 1978. Under the guidance of counselors, the girls will also be baking nutritious whole wheat bread and some pastry.

In Sierra III, the boys are engaged in arts and crafts activities with paper, making holiday and other event decorations to put in their rooms or to take home. They are also working with resin to make sailboats. Plaster of Paris projects are also done. Some of the more skilled boys will graduate to pottery.

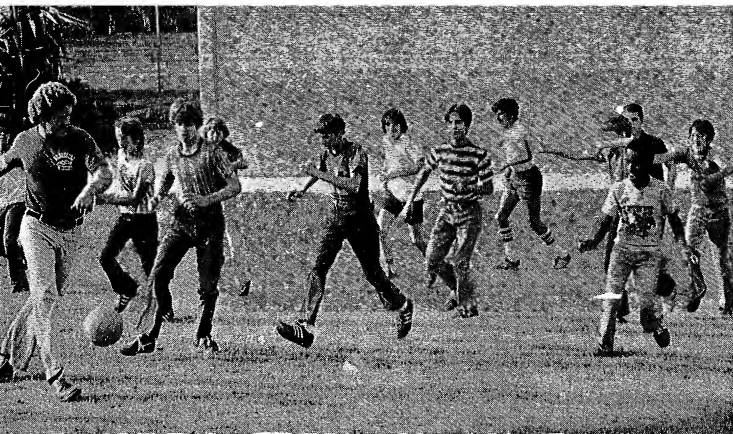
Weight Lifting Program

*Phillip Winney, Danny Landrum,
Jimmy Weber, Mike Turner, Counselor.*

Gardening Program

*Keith Brown Scott Barrows Pat Huddleston,
David Bodkin, Don Tousignant, I.C.*





Recreation/Soccer Program

From left to right: David Brodtkin, Counselor Gordon Miller, Scott Barrows, Phillip Winney, Pat Huddleston, Bryan Gauthier, Johnny Duckworth, Alan Langlois, Jimmy Weber, Anthony Flanagan, Eugene Walker (foreground), Scott Chase, and Keith Brown.

Photography Program

Larry Laputz, I.C., David Brodtkin, Troy Matias.



Gardening is another activity in the Unit, primarily of interest to the boys in Sierras I and II. Each boy is responsible for planting, hoeing, and watering his own row of flowers or vegetables.

Photography is a rapidly growing activity in the Unit with some of the boys learning how to take black and white pictures and to do black and white developing and printing. Our lab has and does handle much of the black and white work for the Drama and Physical Education Departments and Units I and II school and dormitory programs. The photos on these pages were taken, developed and printed by the photography program.

In the area of woodworking, we do letter carving, woodburning name plates, small free-lance projects and our pride and joy—the “I Love You” planters (which quickly sold out at the Bazaar). Some of the planters were adorned with stained glass. Stained glass projects are a major undertaking this year.

For the physical well-being of the children in the Unit, we have regular soccer, jogging, football, and parachute pulling activities. All of the boys in Sierra I are in a weight training program under close supervision to improve muscular coordination and strength.

Given these many and varied kinds of experiences, it is hoped that our students will develop a sense of self-worth, confidence, and responsibility.

Vocational Palms

Autobody and Metal Shop

This year in Autobody and Metal shop we have some changes. For the first time, we have several girls enrolled. These young ladies are doing a fine job showing up the boys.

Our returning students are doing many new types of jobs. Mike Higgins has taken over painting the cars prepared by the other students. Mark Maiden has overhauled his motorcycle. Rod Fernandez has done some nice body work with help from Kevin Pearson, Robert Guthrie, Alan Haney and Kirk Murray. Rick Naperalala has done some outstanding work on his truck which he sold recently. The new double period vocational classes really help us get more work done each day.

We are having an exciting school year. school year.

Mr. Roland Smith
Autobody and Metal

New Phototypesetter Arrives

The printing department has just installed its new phototypesetter. The computer assisted typesetter, Comp/Set 510, has been put into production. Some samples of the type being used can be seen on pages five and six, as well as the centerfold (pages 12 and 13) and the homecoming scenes.

This phototypesetter arrived just in time for our department to begin production of the yearbook. Among the features of this machine are the type can be set, stored, checked for errors or changes before going into the final process of development. Also, while setting copy for immediate production the operator can make corrections as he goes along the line being set.

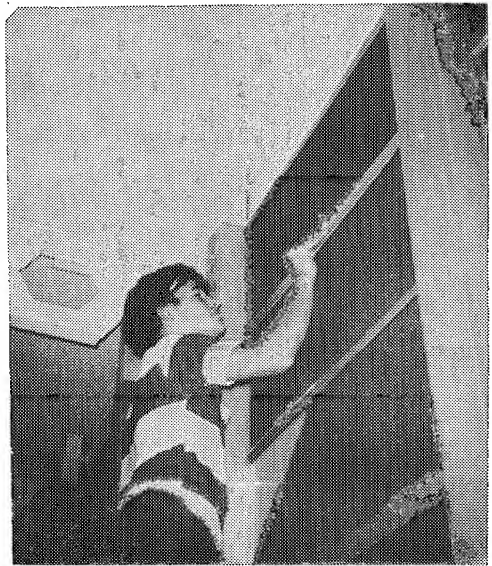
Students who have had typing training will be given an opportunity to learn and practice on this new phototypesetter.

Some of the features of this machine are its type size range from 5½ to 74 point; maximum of 45 picas for one line; unrestricted mixing of type faces; automatic hyphenless justification, or manual end-of-the-line justification (no hyphens at end of line) plus many more functions for typesetting jobs.

Work Experience

The revamped work experience program is off to a productive start for the 1978-79 school year. Thirty-one students have participated in work experience so far this year and we have a backlog of students who want work experience, but have no job. Students are encouraged to try to find their own jobs. Mr. Bryden, the work experience coordinator, assists students in finding, applying for, and interviewing for jobs.

Students have been placed in various working situations according to their needs and their abilities. Some students are placed in non-paying (exploratory) jobs in order to sample various job situations and to gain experience so that they can qualify for a paying job later. Some exploratory students work as cross-age tutors or with our highly skilled maintenance staff on campus. Students also work in a variety of off campus placements which may be paid or exploratory. At whatever level of skill or experience a student enters our program, our goal is to help him or her come closer to being a responsible, self supporting, satisfied person. Look for more detailed information about the work experience program in the next issue of the **Palms**.



Mike Petek working with CSDR painters.

Junior Palms

This year the Junior High School is offering a variety of learning opportunities in addition to the core curriculum. Students are assigned to classes on a basis of individual interests and/or needs. Among the new learning opportunities in the curriculum are:

Personal Typing
Communication
Individual Speech
Social Awareness
Media
Art
Recreational Reading
Mainstreaming Activities
Woodworking

Career Education

Career Education at the Junior High School level consists of activities designed to allow students to gain self knowledge to enable some degree of self direction. At the beginning of the 1978-79 school year students were encouraged to set individual goals for themselves. Here are some of them:

Student Goals for the Year

This year in school I would like to do better in mathematics. This year at home I would like to try harder to trim the plants.

Maria Lugo
Class M

This year in school I would like to do better in basketball. This year at home I would like to try harder to paint my bedroom.

James Sweeney
Class M

This year in school I would like to do better in mathematics. This year at home I would like to try harder to have a nice bedroom.

Cecilia Anne Arauza
Class M

This year in school I would like to do better in mathematics. This year at home I would like to try harder to have a good garden.

Yvonne Reed
Class M

This year in school I would like to do better in mathematics. This year at home I would like to try harder to plant the flowers around a tree.

Samantha Asbridge
Class M

This year in school I would like to do better in mathematics. This year at home I would like to try harder to fix my bike.

Joe Sosa
Class M

Students explore their own interests in an effort to determine realistic career goals:

I want to be an actor. I feel that I am a natural actor. I can make people laugh.

Javier Lopez
Class N

I want to become a teacher. I want students to learn.

Robbi Hunt
Class N

I want to be a policeman.

John Casey
Class I

I want to be a clerk in a store. I would try to work hard.

Robin Gee
Class N

I want to become a photographer. I would like this the best.

Mary Diffenbaugh
Class O

I want to become a babysitter and a nurse. (I like to take care of babies.) I love kids and babies.

Cindi Steeber
Class O

I want to develop black and white and color prints. I want to take pictures of people, nature, and events. Also, I am interested in acting.

Jan Schechter
Class R

I want to be an actress.

Sherri Long
Sunday Esquivil
Dianna Pauley
Class R

I want to be a teacher of the deaf.

Corey DeCapite
Class R

I want to be an upholsterer. Where?
In the Ford Plant. Why? Because I
want to earn money.

Ernie Hernandez
Class J

Typing

The students in Class J are learning
many new things in typing. They are
finding out that typing is not as easy
as it looks:

I want to become a good typist. I
think typing is hard.

Larry Spiva
Class J

I know the keys A, S, D, F, G, H,
J, K, L very well. I have a weak baby
finger. I want to become skilled at
typing.

Joe Childress
Class J

It is possible to learn to type. You
should NEVER look at the keys when
you are typing.

Eddie Valenzuela
Class J

I want to learn to type for the fu-
ture. I can use typing at college and
for a job.

Evelyn Wiggins
Class J

I really like typing. I will get an 'A'
in typing. Sometimes my fingers miss
the keys.

Elizabeth Jensen
Class J

I have a problem of looking at the
keys when I type. This is bad because
it makes me a slow typist.

Rex Loy
Class J

I like typing. I like to learn about
typing. Typing is easy for me.

Jimmy Durnford
Class J

I like typing. I type pretty fast. I
don't like to make mistakes.

Terry Sharkey
Class J

Media

Some students from Classes J, K, and
L are taking Media under Miss Kitch-
en. They are learning how to operate
the duplicating and thermofax machines.
They are learning how to laminate
pictures and charts. Now their big pro-
ject is making Distar pictures for the
language classes in the Junior High
School.

I love to work in Media. I work on
the laminating press. I think it is fun
to work for Media.

Annette Scolaro
Class L

I surely enjoy Media. I was a little
afraid of the laminating press, be-
cause I did not want to burn my hand.
I have fun and enjoy learning how to
operate the machines in the resource
room.

Sherri Roberts
Class L

I am learning in Media. I am work-
ing on the thermofax. I have a good
time in Media.

Kelly Jenkins
Class K

I like Media. I try to learn how to
work on the machines. I drew some
pictures for the Distar language in
Media.

Evelyn Wiggins
Class J

I like to work in Media. I like
to work on the duplicator.

Class L
Kenny Andrews

I have a good time in Media. I
like to work on the laminating press.
I draw pictures for the Distar lan-
guage system. I like to learn differ-
ent things in Media.

Letitia Hernandez
Class L

I have fun in Media. I make many
transparencies on the thermofax ma-
chine.

Larry Spiva
Class J

I drew pictures for the Distar language system. I learned to operate the duplicator.

Jimmy Durnford
Class J

I learned to work on the duplicating and the thermofax machines in Media. I have fun in Media.

Clifford McCraw
Class K

I ran off some materials on the duplicator this week. It is fun in Media.

Joe Childress
Class J

Art Class

I like to draw in my art class. I like drawing lions, flowers, people, and plants.

David McClellan
Class B

I like drawing because I can create many things.

Tony De Joia
Class J

I like to draw things like pets. I am also making a mask for Halloween in my art class.

Eric Haaland
Class O

I draw flowers because I like them. I made a copy of King Tut's mask in my art class. I have a very good time in art!

Kenny Burns
Class J

I like my art class because I have no tests.

Mike Fiorentino
Class J

I am the only girl in our art class.

Elizabeth Jurado
Class O

Recreational Reading

The purpose of recreational reading is to encourage students to get more involved with books. We would like to see them show more interest and build up knowledge of and love for books. We have been presenting them with well-known ones such as, "Little Women," "Fairy Tales," "Rumpelstiltskin", with the objective of getting them to be more familiar with noted authors. We are trying to motivate them through the use of a high interest and low verbal level system. Our goals are to get them into good reading habits and to increase their vocabulary and comprehension in reading.

I like to tell a story for my class. I want to learn and know more about many books.

David Cadwell
Class K

We like to read in this class. We told stories to the others and they seem interested in listening to different kinds of stories.

Linda Bradbury
Francisca Dominguez
Class L

I enjoy this class, because I like to read and "hear" others tell stories.

Elizabeth Jensen
Class J

I like this class, because I enjoy reading some books.

Sheri Harris
Class K

I like reading, because there are some good stories.

Arlene Santelio
Class K

CSDR Sign Theatre presents:

THE CAT AND THE CANARY

By John Willard Adapted and Directed by Todd Rutherford
A Mystery-Thriller Performed in Voice and Sign Language for
Hearing and Deaf Audiences

In the Social Hall on the CSDR Campus at 8:15 p.m.

Thursday, Friday, Saturday, March 22, 23, 24, 1979

ALL SEATS \$2.00

For Reservations Please Call: (714) 683-8140 (Voice) or (714) 683-2889 (TTY)
Or Write: CSDR Sign Theatre, California School for the Deaf, Riverside
3044 Horace St., Riverside, CA 92506

Elementary School

Citizenship Award 1978

Some children in Class J wrote what they must do in order to win a Citizenship Award that is given every week.

On September 29, 1978, I won the Citizenship Award. I won because I have good behavior. I was so surprised. This was the first time I got the Citizenship Award. My mother and father were proud of me because I got the Citizenship Award. I felt fantastic.

— Jami White

I earned the most citizenship awards last year. At the end of May Dr. Newman gave me a special citizenship award for winning the most weekly awards. To win the awards I had to cooperate with the other children, teachers and the principal. I behaved responsibly in the classroom and on the playground. I am trying to be an example for the other children. My award is kept in Mrs. Boyer's office for all the children to see.

— David Weiss

Good Behavior

I try to behave in school.

I try not to play in school.

I try not to bother the other children.

I try to be nice to them.

— Charles Barham

Obedience

I try to obey the rules.

I try to obey the teacher.

I try to cooperate in school.

— Devin Barnes

Good Attitude

I try to be helpful.

I try to be cheerful.

I try to be polite.

I try not to be rude.

I try to be a good sport.

— Tommy Wolf

I have won three Citizenship Awards this year. I work hard in school. I pay attention. I help some other children. I do not tease them. I obey the rules. I hope I will win again.

— Lisa Hernandez

Mickey Collins is in Class H. Last year Mickey had trouble in school because she ran away. This year Mickey is a very good girl. She does all of her work in school. She is helpful. Mickey won the Good Citizenship Award for the Week of September 11-15. Elementary School is very proud of Mickey.

The Citizenship Award



Michael Harris is trying to win a second award.



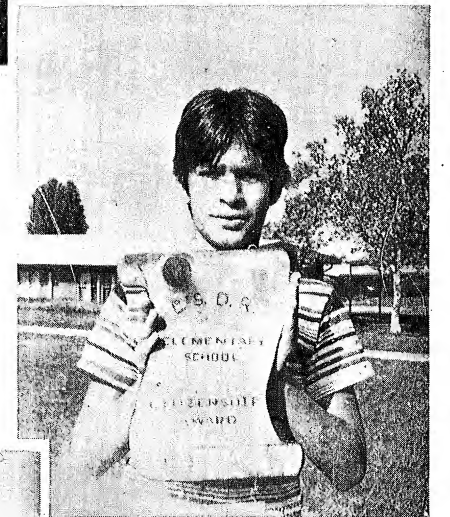
Brandon Maldonado won his award for his good behavior.



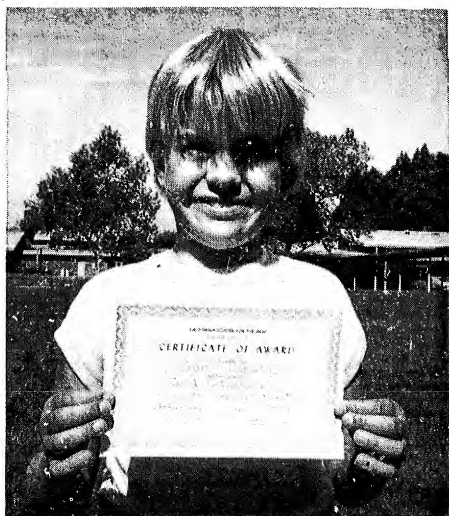
Lisa Hernandez has won three times this year.



Mrs. Boyer with three happy winners —Pierre Dumas, Precious Daniels and Darrell Saunders.



David Weiss was the first winner of the annual Citizenship Award.



Jan Lepisto celebrated her award with a big smile.



Mickey Collins worked hard to win her award.

Library Media Services

The Instructional Media Center, including library and television services, is continuing to explore new approaches to "getting the job done" at CSDR. While maintaining the effectiveness of services developed in previous years, creative thinking, an openness to suggestion, cooperation, and a desire for clear communication, the IMC is providing for continual growth.

CSDR TELEVISION

Mr. David Strahan is pleased to announce that frequency of use of the portable TV equipment is much higher than ever before. The staff in all departments are producing videotapes on their own. This is a direct result of teacher and counselor enthusiasm on campus and additional in-service training. Congratulations to all of you who have taken it upon yourselves to use this highly motivating tool in working with your students. This year's Christmas Special being developed jointly by the TV and Drama students is a production of "The Gift of the Magi", based on a story by O. Henry.

LIBRARY

Ms. Helen Johnson, our librarian, held the 8th Annual Book Fair early in November. As always, it was a tremendous success. Not only does the Book Fair stimulate reading by our students but stimulates

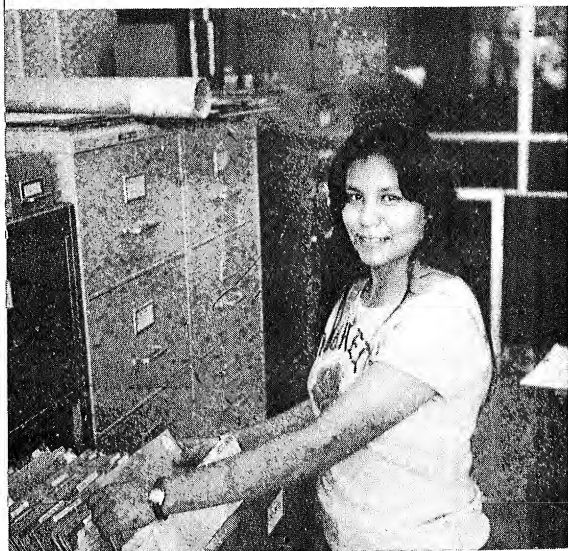
money that is used to buy additional books. The library is now open from 7:00 to 9:00 on Tuesday nights. The students are continuing to take advantage of this.

PANCOM

The PANCOM sign language films and projectors have been in use by parents since September. All of the film packages are on loan at the present time. A group in Hemet that lost its funds for a manual communication teacher due to Proposition 13 are using the 16 mm prints of the films. The films and projectors are about four years old and seem to be holding up okay. Mr. John Joyce of Joyce Motion Picture Company, who holds the contract for the distribution of the PANCOM Productions, informed CSDR that with the recent drop in cost of home videotape recorders that it may be feasible soon to expand the availability and practicality of these films through videotape.

IMC NEWSLETTER

Under Title I, the IMC has been asked to publish a newsletter concerning media at CSDR. This newsletter has become enjoyably relevant to the entire staff, including we who publish it. We chose to expand the Title I requirement to include humor with the communication of necessary information.



Michelle Matus participates in CSDR's Work Experience Program by working in the Media Center. There will be more about this program in the next issue.



PANCOM can assist in the development of manual communication skills.

Senior Palms

My Experience in D.D.R.

I had a great experience last summer in East Germany with my dad. We were visiting my dad's older sister Paula in East Germany (Deutsche Demokrat Republik). We stayed at Aunt Paula's house for three days.

I hated the D.D.R. very much. I saw several real Russian soldiers. Some had passed me. I felt so nervous when I had to pass some of them.

I feel sorry for Aunt Paula, Tilly, Ulrike, and others who must stay in the D.D.R. till they are 60 years of age.

The city where we visited in the D.D.R. is very old. Several houses were build in the 1800's and 1700's. The streets are cobblestoned.

There is a lot of propaganda against West Germany and America. I felt like I would like to destroy all of those fake commercial signs on the freeways, but I couldn't because I didn't want to end up in jail there.

I wish that I could free the people there, but I just can't.

Petra Horn
1-E

My Bicycle Trip

Last summer near the end of July my father and I discussed my making a bicycle trip. Father said it was okay; so I went to a store and bought some fruit for energy. That night I went to bed at 7:00 p.m., I woke up at 3:10 a.m., and I left San Bernardino at 3:30 a.m. I rode my bike about 35 miles from San Bernardino to Yucaipa, arriving at 7:45 a.m. I rode to Beaumont, arriving at 9:45 a.m. It was about 40 miles from Yucaipa to Beaumont and then to Hemet.

It was very hot for me. I would ride for a long time and rest for 15 minutes. I ate some canned salmon and drank hot chocolate. When I arrived in Temecula, my leg muscles ached. I knew that I had some long hills ahead of me. I decided to telephone my sister-in-law in Chula Vista. A filling station attendant phoned for me.

In a short time, my brother's wife arrived and took me to Chula Vista. I stayed there overnight. On Sunday I had very tired legs. In the future I will try that trip again. I will try a different route. If I go

near the ocean, I will not have so many hills to climb. I hope to bicycle all the way to Chula Vista next time.

Mitchell Roberts
3-D

CSDR Versus CSDB

On Thursday, November 9, Berkeley arrived at our school during our lunch time. Many CSDR students ran down to the gym and met the CSDB students. We were very glad to see them. Then Lisa Lynn took the girls to the dormitory and to visit around school. The next day the Berkeley visitors left to visit Universal Studios, and at 12:00 we had a Pep Rally to build spirit for the CSDR volleyball and football players.

Saturday was the day for the game. The volleyball game started at 10:00 a.m. CSDB won. Then the football game started at 2:00 p.m. CSDB was first to get a touchdown. Then our team ran for a touchdown and made it. Then it was half-time, so many people ran to the gym because it was raining. The princesses couldn't come outside so everyone went into the gym. Tracey Abbey was the queen. After the crowning, the game resumed and CSDR WON!

Alaina Drake
1-D

Junior CAD - NAD

The following students were elected officers of Junior CAD-NAD:

President: Mary Ann Franco

Vice-President: Glenn Eichensehr

Secretary: Lisa Lynn

Treasurer: Paul Maucere

Sergeants-at-Arms: David Pearlman and Ken Tucker

Our organization held a profitable Christmas Fund-Raising project — selling the "I Love You" items.

Plans are being made for a Bike or Walk-A-Thon in the near future as well for a big workshop here at school all day on a Friday sometime in the spring. The workshop will consist of a panel discussion, game tournament, and a dinner-dance in the evening. Seven other schools with Jr. CAD-NAD chapters will participate.

A Close Call

Last summer I had a close call. It was a bad experience. My friend and I went to the beach at Huntington Beach. I surfed on a surfboard for the first time. I really enjoyed surfing.

Suddenly a big wave came up when I was paddling out and flipped me off the surfboard. I was almost drowned by that big strong wave, but a man saw me and helped me get out of the water. I was almost scared to death, but I continue to enjoy surfing. Now I am more watchful.

Wendy Calhoun
1-E

Thanksgiving

On Thanksgiving Day we left for Mexico early in the morning. It took us about six hours to arrive there. We visited our uncle and aunt. We ate turkey for dinner. We stayed there over night.

The next day we visited their small school for the deaf. It has about fifteen students and the two teachers teach all subjects. They have only two hours of school each day. They have two small dormitories. We stayed there for a short time. Then we left to return home. It was raining there, but it was not raining here.

Erlinda Gomez
1-D

A Savings Account

My mom taught me how to put money in the bank. She showed me how to deposit money. I have a Christmas Club account. I put forty dollars a month into my account.

Now I know how to take care of my money. I have had experience. My mom always teaches me everything. I like to learn and have new experiences.

Sylvia Padilla
1-D

Scott

Once I was the only child in my family and I wanted to have brothers or sisters for many years. Sometimes I dreamed about having brothers or sisters. After fourteen years something happened and my dream came true.

My new brother was born last June 6, 1978. His name is Scott Byron. He is giving me a lot of experience in infant care. I change his diapers, change his clothes, feed him, rock him to sleep, and

always have a good time with him. He keeps me company when my parents are gone. I love him very much.

Cheri Foreman
1-E

The Growing Family Tree

My mother got married and now I have a new step-father. He is very nice man. He has two sons and three daughters by his first wife. He was a widower because his first wife passed away after a car accident.

My mother and he got married last November, and I have a big new step-family.

I have three new step-sisters: Valorie, 23; Tina, 16; and Samantha, 11. I have two new step-brothers: Wayne, 22 and Bradley, 19.

They are very lovable and friendly and try to understand what the deaf world is. Tina wants to work with handicapped or deaf people in the future. I notice that she is very enthusiastic with deaf and handicapped people.

My new step-father is very nice, is trying to understand my feelings, and is learning how to sign. He seems to really care about all of us because sometimes we need something, and he tries his best.

Our family will soon become even larger because Wayne, my step-brother, will get married to Suzette Bernstein. Ethan Bernstein's sister, on January 27, 1979. They will be my deaf relatives.

Shelly Freed
1-E

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For Ticket Information See Page 10

Leisure Time Events

Brownie Troop 201

Brownie Troop 201 has had a busy season. The group has participated in two successful art projects: crayon—wax paper drawings, and leaf prints using wood block ink. Both projects were framed and displayed in the Pachappa II living room. A cookie baking session was also enjoyed by the entire troop. The project was quickly consumed.

The girls enjoyed participating in a story telling session, featuring the "Brownie Story" which explains how the Brownies got their name. The group is busy learning the Brownie Promise and really looking forward to the projects coming up.

Boy Scout Troop 118

The following boys have passed Troop 118 swimming skills awards requirements: Danny Landrum, David Brodtkin, Phillip Winney, Scott Chase, Scott Barrows, Lloyd May, and Pat Hudleston. The swimming skills awards were given at a regularly scheduled troop meeting, also in that meeting the Texas Cowboys Patrol won the troop tent setting competition by correctly setting up their tent in a record time of 7 minutes 21 seconds.

The boys are currently working on their hiking skill awards in which they must participate in two five miles hikes during scheduled Boy Scout trips.

All in all it has been a busy year. The scouts participated in an excellent trip to William Heise Campground in Julian and have enjoyed the many varied activities during the regular troop meetings every Wednesday night.

Boy Scout Troop 218

Boy Scout Troop 218 has been very active this year. Many of the scouts have earned their swimming skills award and are now working towards earning their hiking badge. The Scouts first hike was up Mt. Rubidoux. All boys made the climb to the top.

The scouts are busy planning their first weekend campout to Bogart Park, a Riverside County Park in Beaumont. We are looking forward to a weekend of hiking, fishing and working on a service project.

The scouts will soon be working hard selling current stationary to earn money for the troop. We plan to buy camping equipment with our profits.

Girl Scout Troop 337

The girls from Troop 337 have been busy working hard on various Girl Scout badges and have enjoyed various trips. They especially enjoyed a rollerskating party with the boys from troop 218 at the new "California Skate."

The "Kitty" patrol saw many exotic plants and some animals at the UCR Botanical Gardens. Twenty three girls from the troop attended the weekend trip to Carpenteria Beach where everyone had practice setting up tents and cooking on a campfire. The Danish town of Solvang was also visited; the girls shopped at the many craft and pastry stores.

Pack 18 Scouts

All of the Pack 18 Scouts enjoyed the December Camporee. The three dens were involved because the Cub Scouts were allowed to stay for the weekend on campus. Den 3 which is Cub Scouts was not permitted to go on our earlier campout in October. The Camporee was an exciting first experience for them. The three dens are as follows:

Webelos, Den 1: Salvore Scolaro, Denner; Charles Barham, Asst. Denner; Dennis Crively; David Terrell; Manuel Maceo; Richard Clark; Jeremy Rasmussen.

Webelos, Den 2: Tommy Wolf, Denner; Devin Barnes, Asst. Denner; Edward Stine; Milton Hunt; David Comer; David Sussman; Pierre Dumas.

Cub Scouts, Den 3: Kenneth Mayes, Denner; Norman Weiss, Asst. Denner; Kenneth Gonzales; Martin Shunkey; Travis Byrum; Francisco Canteli; Rolando Ochoa.

Boy Scout Troop 18

Lassen II Boy Scout Troop 18, has been attending meetings on Tuesday evenings with a group of hearing Scouts, Troop 386.

During the first meeting of Troop 18 the boys elected their leaders. Jason Mizutari was voted Senior Patrol Leader. Robbi Hunt and Kim Robertson were the two boys elected as Patrol Leaders. The other boys in Troop 18 felt that the leadership qualities in the boys they elected would help them become better scouts.

The boys are all working very hard on activity badges to progress through the ranks. The Cubs worked on special Christmas boxes for elderly deaf adults as a community service project.

Sports Events

CSDR Defeats CSDB 12-6 in Annual Homecoming Game

In a very heavy rain, the fighting Cubs defeated the Eagles from the California School for the Deaf, Berkeley, 12-6 on a very wet Homecoming Day, November 11, 1978 at the CSDR football field. The Berkeley squad came to Riverside, boasting an excellent winning record of 7 wins against one loss and aspired to beat CSDR to claim the honor as the nation's number one deaf football team. However, the Riversiders, a powerful team with four victories and three defeats against stronger opponents, proved to be the better team by outdistancing, outhitting, outplaying, and outperforming the Eagles. The Cubs showed the Eagles how to play the game with intensity and sound football fundamentals even in a very heavy rain.

The Berkeley team started out fast by scoring first within four minutes after the opening kickoff. The Eagles marched swiftly toward the goal line and scored on Tim Blair's sweep run. Their conversion attempt failed. From then on, it was all Riverside. On the next march, the Cubs, with Billy Hunt, Roy Oliver and Ray Talmage crunched each yard and gained lots of ground. Ray Talmage ran over the line to score for the Cubs to tie the game at 6-6.

In a heavy driving rain, the Cubs indicated that they were better mudders than their opponents. The Riversiders, led by Ethan Bernstein, David Tucker, David Call, Phillip Gomez, Criss Pope, Hank Hall, Chris Kemp and Mark Maiden, strongly played a defense that blocked four Eagle punts and stopped every Eagle running tactic. The Eagles were unable to formulate a game plan and they were held in their own territory. The score was 6-6 at the half time.

After the crowning of the Homecoming Queen in the gym, the Cubs wasted no time by scoring in their first offensive march. Ray Talmage scampered 20 yards through the line to score his second touchdown of the game and to give the spirited Cubs a 12-6 lead and eventually to its greatest victory. After this score both teams

suffered fumbles, missed blocks and tackles due to a slippery and muddy field.

All of a sudden, in the fourth period, the Eagles recovered a fumble. They reached the one yard line and the Cubs, with their great defensive unit, rose to the occasion by closing up the holes, forcing the Eagles to lose ground and pushed them back far from the goal line. It was a glorious moment for the fighting Cubs as they sealed the victory by a very spirited defensive play. Berkeley's 6 points was the lowest score this year for the Eagles and the Eagles' machinery was completely stopped.

This great victory enabled the CSDR team to increase its lead in the rivalry series, 4-1.

However, all good things sometimes come to an end. The Eaglettes finally wrestled the girls' volleyball contest from the Cubettes, 2-1 ending a winless streak of 17 consecutive years. But the Eaglettes had to fight for their lives before defeating the Cubettes. The students of both schools deserve plaudits for their brilliant plays throughout the bitter contest.

Hail to our Queen, Tracey Abbey upon her selection as the Homecoming Queen. Julie Zrelak, Jenne Chalfant, Mary Ann Franco and Melody Mariani were princesses of her court.





Opening ceremony of the 1978 Homecoming football game.



1978 Homecoming Queen, Tracey Abbey.

The 1978 Homecoming Queen and her court. From left to right: Melody Mariani; Julie Zrelak; Tracey Abbey, Homecoming Queen; Jenne Chalfant, and Mary Ann Franco.



CSDR's Drill team performing at half-time.





*Dr. Lennan presenting roses to the 1978
Homecoming Queen, Tracey Abbey*



*Volleyball game CSDR vs.
CSDB.*



*CSDR scores a touchdown during the
Homecoming game.*

Residence Hall News

Sierra I

For the past two months, the extra-curricular activities of Sierra I have been devoted to stained glass projects, wood projects, and a bicycle repair and restoration project. Gono Lopez, Danny Landrum, Alan Langlois, and Damon Wild were especially instrumental in the success of our stained glass project. Similar stained glass projects are in the works.

Phillip Winney, Johnny Duckworth, Alan Langlois, Danny Landrum, Nathan Sneed, and Jimmy Weber were the main contributors to our wood projects.

Jimmy Weber, Alan Langlois, and Danny Landrum did an excellent job of repairing and repainting a ten-speed bicycle.

Sierra II

The boys in Sierra II had a great time during the holiday season. They, along with the rest of Unit II, attended a dance complete with a live band, in the Social Hall. Troy Matias looked sharp in his new three-piece suit and Bryan Gauthier, Donald Trolinger and Anthony Flanagan also looked very handsome in their formal attire. All the boys really enjoyed dancing with the Sierra IV girls, and everyone had a great time.

Sierra III

David Blair was our celebrity in December. The Press printed an article about his job in the kitchen of Montgomery Ward, along with a big picture. Some of the other boys were involved in a car wash project. Twice a week, they washed the school's van and minibuses. We have also started to make small gift items out of clay, which the boys watched turn into ceramic pieces in our kiln.

After vacation many boys came back with new clothing and shiny new shoes, and Andy Johnston surprised everyone with his new curly hairstyle.

Sierra IV

December was a very busy time for all of the Sierra IV girls. Many hours spent baking cakes, cookies and breads for the PTCA sale, which was a big success. The girls also made and painted ceramic figurines to give to their families for Christmas.

The most exciting activity of the season was the disco dance sponsored by the Unit II teachers in the Social Hall. This was thoroughly enjoyed by both students and faculty.

Whitney I

The boys enjoyed roller skating again this year at the rink where we skated last spring. Some of the boys have noticeably improved, if not on their ability then on their confidence! The dorm took an outing to Glen Helen Regional Park in Devore. A picnic dinner was scheduled for the day to eat there after we romped on the grass.

Whitney I is no longer housing fourteen young boys. Frank Rosales became a day student when his family moved closer to Riverside. We are happy for Frank but we miss him.

Whitney II

Whitney II is happy to welcome a new boy. His name is Steven Campbell and he comes to us from Reseda.

All of the boys and girls enjoyed our two field trips. Robert Forant and Zouhair Jadeed gleefully refreshed themselves on the San Bernardino water slide while Patrick McComb enjoyed the beautiful scenery in Oak Glen.

Whitney III

Whitney III is really into the holiday spirit. After having the Halloween party given to us by the Tictockers and then celebrating Thanksgiving with our families, and now Christmas! In addition to these, we have celebrated the birthdays of Kevin Walsh, Billy Burman, Stephen Johnson, Joseph Schembri and Jose Reyes

During all this excitement we have a new boy, we welcome Patrick Reece from near Lancaster.

In closing we would hope that you had a joyous yet peaceful holiday season.

Whitney IV

The Whitney IV Girl Scouts enjoyed their camping trip to Yucaipa. They were excited to find snake's skins and helped cleaning up the scout house grounds. The girls also visited a fire station where they learned to use a fire hose with the help of a fireman.

Melissa Smith, Melissa Laney, and Serena Sims celebrated their birthdays recently.

The Whitney IV girls and Whitney III boys went together to Narrows Park one afternoon. They had lots of fun and a picnic supper followed.

Pachappa I

Pachappa I has enjoyed many activities. Several boys earned a trip out to dinner for pizza. Other boys are enjoying trips to Tava Lanes for bowling and our Cooking Class is one of the more interesting and enjoyable activities.

Kenny Mayes, Jeremy Rasmussen, Sal Scolaro, and Pierre Dumas had birthdays recently.

The Christmas Tea that Pachappa I boys prepared and served to our Ticktockers was enjoyed by all. The boys wished to return hospitality for all of the things the girls have done for them.

Pachappa III

Pachappa III would like to welcome Jeremy Johnson, Kipp Scott, and Michael Torres. All three boys are new to the dormitory this year.

We've been very busy with a trip to Featherly Park near Corona and a trip to a nature center and park near Rubidoux. Owen Smith and Steven Adams enjoyed feeding the ducks at the park while David Shelby and Erik Pierce were excited about the many exhibits in the nature center. Our guide at the nature center even brought a snake out of it's terrarium for us to see. If Scooby Riley had his way the snake would now be living in Pachappa III but fortunately the snake enjoys it's home at the nature center and is unable to move.

We celebrated a birthday this month. Patrick MacNeil is now eight years old. He was very excited when he learned that he would be able to join Cub Scouts now that he is eight.

Rubidoux I

Rubidoux I has enjoyed several outings with the girls from Rubidoux I and II. All three dorms had a great time skating at the roller rink. We also went to Oak Glen.

The Junior High Skateboarding Club is very active. The boys have become members of "The Pipeline Skateboard Park" in Upland. We have bi-monthly trips to the park. The boys attending our first trip from Rubidoux I were; Mike Lepre, Otfried

Rechenberg, Kevin Burns, Daniel Palumbo, Tony Moone, and Danny Good.

We were very proud of our Flag Football team. The boys worked hard practicing and played two games, losing the first game by a close score and winning the second.

The boys are also involved in our area's Special Interest Groups. The different groups cover a variety of interests, candle making, tee-shirt painting, sewing, macrame, and sports.

Rubidoux II

Rubidoux II girls and counselors have been busy as bees, doing one thing or another. First, we went skating with the other Rubidoux dorms. We went to Oak Glen and we bought lots of goodies and had a picnic with a lovely, cool view. Special Interest Groups were formed with super people and doing super things. We helped Carole Fullen celebrate her 13th birthday and her picture was in a Palm Springs paper.

We welcome a new girl, Vicki Folden, to our flock. It makes us an even 12 now.

Michelle Takimoto celebrated her birthday recently. We selected December as our National Birthday Month with four birthdays: Connie Merritt, Karen Harper, Rhonda Fazio, Kim Weigel.

See you soon!

Rubidoux III

Rubidoux III welcomes a new girl to the school, Crystal Finley, who has joined the Rubidoux III dormitory. Crystal has found some old as well as new friends at CSDR.

Rubidoux III girls have enjoyed trips to Oak Glen, Newport Beach, Lake Perris, and Corona for a hay ride.

Recent birthday girls were: Teri Lynn Dobyms, Tiffany Hughes, Deanne Lehart, Misty Loeffler, and Lisa Thompson. For December, they were: Rhonda Rife and Cynthia Robinson. For January, they were: Cecelia Arauza, Samantha Asbridge, Betty Gurwell, Letitia Hernandez, Kelly Jenkins, Elsiabeth Jensen, Elisabeth Jurado, and Terry Sharkey. Congratulations and happy birthday to all of you!

Lassen I

Lassen I recently held a dormitory party. We had pizza and drinks and fun.

Happy Birthday to the following boys: Alban Branton, Ray Coe, Tim DeVita,

Miguel Lara, Daniel Nunez, John Poncik, Clemente Vargas and Doug Childers.

Congratulations to Ray Coe for becoming a member of the drill team.

Lassen II

Southern California's pleasant weather and beautiful scenery helped set the stage for some magnificent adventures on wheels by David McClellan, Joey Snodgrass, John Balser, and Kenneth Robertson active participants in the CSDR Skateboarding Club.

Ernie Hernandez and Matt Weaver, captains of the Lassen II "A" Flag Football team, led the squad to victory each Tuesday and Thursday. Also scoring for the team were Joe Sosa, Mike Fiorentino, and Javier Lopez, behind the superb blocking of center Jason Mizutani and guards Ross Sluyter and Terry Hornsby.

The Lassen II students wish to extend their warmest birthday congratulations to Todd Elsner, Eric Haaland, and Robert Fletcher.

Palomar I

We would like to welcome three new students to Palomar 1. Mauricio Carson from Van Nuys, Bertrum Green from San Diego, and Anthony Cox from Los Angeles. This is their first year at CSDR.

We are very proud of our students that participated in football, they are as follows: Ramy Bustamante, Mauricio Carson, Arthur Garica, Terrence Hall, Billy Hunt, Julio Martinez, James Russel, David Tucker and James Jones. Senior James Jones, known as J.J., returned two kickoffs for touchdowns in an Arrowhead League game against La Verne, one was for 90 yards.

Area V Pot Luck dinner was a booming and festive success. We had a variety of food to select from and ate enough to insure an increase of at least two pounds.

Shasta II

Shasta II is happy to welcome two new girls, Renay Vines and Margo Pililian. They are friendly and charming girls and we hope they are feeling "at home" and happy here.

We had two birthdays recently, Renee Hawkins and Colleen Shaw. Both girls were sixteen years old.

The girls are enjoying our new sewing and crafts room. An off-shoot of that was a Tri-Chem party which attracted many stu-

dents. This seems to be an interesting craft that could be useful to many of our students. We hope to keep it going.

Many of our girls are enjoying volleyball now, and two, Debra Martinez, and Renay Vines are getting involved in the new drill team.

Shasta III

Shasta III girls are always on the go. Our busy schedule includes volleyball, basketball, and drama. Our girls are quite capable of doing all of these things and coming out winners in all categories.

JoLynn Valdez, Jennifer Waters, Stefanie White, Stephanie Hampson, Alaina Drake, Diana Garcia, and Carolyn Gomez were members of our volleyball team. Wendy Calhoun, Joyce Cook, and Julie Agnew were members of our varsity volleyball team. Thanks to Robin Fishburn, Esther Toro, Della Cook, Cynthia Corley, Connie Nagy, and Stacey Musgrove for their moral support during volleyball season. These girls were always ready to go with our teams. Congratulations to our Junior Varsity girls and to our Varsity girls for a job well done.

Betsi Turley, JoLynn Valdez, and Stacey Musgrove were involved in drama, and all of these girls were outstanding in their roles. I am sure we will be seeing a lot more of these girls in other drama productions.

Shasta IV

The Shasta IV girls are having a good time doing many different things this year. The whole dorm has gone on trips to Lake Perris and the Pomona Fair with the Lassen II boys.

The flag football team has been practicing very hard every day! The girls have begun the season and will be playing against other Riverside teams every Wednesday. We sure hope to see you cheering for us! Our quarterback is Sunday Esquivel and the halfbacks are Nancy Moore and Rosa Macedo. Boy, do they run fast!

Cindie Steeber got a beautiful haircut at RCC. Other Shasta IV girls will be getting their hair done in the near future so keep your eyes open for all the pretty girls.

Residential School and The Unwritten Curriculum

(Continued from Page Three)

from complete segregation of the multiply handicapped deaf from the communicating environment provided by the normally deaf student. The rationale is that some modicum of meaningful interaction would be beneficial to both groups even though curricular programming may not be identical. Some balance with deaf models provides a sort of upward-bound peer interaction with an impact upon the education and personal growth of the multiply handicapped. In the process of informal tutoring and explication, the normal deaf student crystallizes his own understanding of a subject matter topic or concept, and also develops sensitivity and awareness to the needs of others.

Economic feasibility is another question raised in the report. This needs to be viewed within the context of low-incidence and homogenous grouping, and also as to whether a local education district may realistically justify the tremendous cost of maintaining an adequate program for only a few students. Prorate cost of supportive services will be exorbitant: speech pathologist, trained counselor of the deaf, psychological services, interpreter-tutors, special training for regular teachers, captioned educational films and other costly media equipment all of which is pretty much available right now at the state residential school. Most important, perhaps, is the fact that the residential school provides direct round-the-clock teaching. At this juncture we might note that a recent study at the National Technical Institute for the Deaf at Rochester Institute of Technology reveals that deaf students retain more from direct total communication instruction than through third party interpreters. The state may wish to consider the Michigan School for the Deaf as a member of every LEA and or ISD with proportional cost sharing for services to their deaf children.

On the other side of the coin, not to be overlooked in the price of mainstreaming to the LEA's and their non-deaf children in terms of time, energy and training expended on regular school instruction

and its resources. What of the cost of time and attention diverted from the 25 or 30 hearing children in each classroom which will be necessary for adequate service to each small group of communicatively handicapped children? I have just learned recently of a disturbing trend at the Maryland School for the Deaf which probably represents an index of what is happening in other states. Each year the school has been admitting increasing numbers of hearing impaired children 10 years of age or older who have developed learning and emotional problems in regular public schools. The Maryland School reports that it is saddled with the formidable task of remediation, counseling, and redirection of these children. Of newly enrolled children in the Maryland school in 1973, 36 percent; in 1975, 56 percent, and this past year, 1976, they received a full 61 percent as educational failures resulting from misconceived placement.

Obviously this is not the place nor the time for an item by item analysis of the EMS report, but such references to the state school as the last choice on the placement continuum suggest imposition of arbitrary value judgments on program options.

I am deeply concerned that out of the maze of jurisdictional concerns, operational and organizational logistics, statutes and special education codes, questionable approaches to economics and other dimensions of the Pandora's box, somehow the deaf child has become lost. We have all forest and no trees. The child is dehumanized into a statistic, a piece of movable data. Should the recommendations remain in their present form, and should the residential school be eliminated as a desirable option for the normal deaf child of the state, I fear that legal and moral laws will be violated, but more than this, I fear that somewhere in the State of Michigan little children will be educationally, vocationally and emotionally mutilated. This must not happen.

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